DOCUMENT RESUME

ED 317 843 CE 054 716

TITLE New Directions in Texas Vocational Education. Special Feature: What Vocational Graduates Are Doing Now. Report to U.S. Secretary of Education, U.S. Secretary of Labor, State Board of Education, College and University Coordinating Board.

INSTITUTION Texas State Council on Vocational Education, Austin.

PUB DATE Mar 87

NOTE 41p.

PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS Compliance (Legal); Educational Needs; *Educational Planning; Educational Trends; Elementary Secondary Education; Enrollment; *Futures (of Society); Master Plans; Outcomes of Education; Postsecondary Education; *State Federal Aid; *State Programs; *Statewide Planning; *Vocational Education

IDENTIFIERS Job Training Partnership Act 1982; *Texas

ABSTRACT

This document reports on the progress of various vocational education initiatives in Texas during 1981-85 and outlines some of the steps to be taken in the future. The report first describes the need for educational planning, especially in light of world events, and outlines a master plan for vocational education from kindergarten through postsecondary levels. It then describes the state's compliance with federal mandates and supplies statistics on participation in various programs and funding levels. The third section of the report addresses how the state met federal Job Training Partnership Act (JTPA) mandates and lists JTPA accomplishments in the state for 1984-85. The fourth section presents steps for implementing the master plan for vocational education in Texas in the future, and the final section summarizes activities of the Advisory Council for Technical-Vocational Education in Texas. An appendix features short vignettes in which Texas vocational graduates describe what they are doing now. (KC)

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Special Feature: What Vocational Graduates Are Doing Now

Report to: U.S. Secretary of Education
U.S. Secretary of Labor
State Board of Education
College and University Coordinating Board

From: The Advisory Council for Technical-Vocational Education in Texas

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Gentlemen:

The federal involvement in vocational education, though small in comparison to state/local investments, symbolizes America's consecration to individual self-sufficiency, national strength, and international competitiveness.

Federal and state appropriations are the catalyst for innovation, creativity, and commitment in vocational education, particularly research, curriculum development, personnel training, and targeting services to varied populations.

In January 1987, Texas finalized a Master Plan for Vocational Education to refocus vocational education at both the secondary and postsecondary levels. The Plan forges a strong bond between academics and vocational education, addressing a core curricula that reinforces academic skill development while instilling a broad range of home and job skills critical to adaptability, transferability, and upward mobility in life.

The refocusing of vocational education is tied to the private sector in the development and implementation of programs and services, while at the same time allowing for the maximum utilization of the current reservoir of teacher talent.

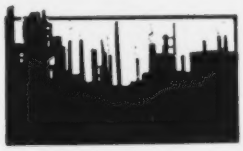
We urge you to support federal and state involvement in vocational education. We stand ready to provide any additional information or assistance.

Sincerely,

Gary O. Boren

Gary O. Boren
Chairman

1836-1986



The Advisory Council for Technical-Vocational Education In Texas

Table of Contents

Texas in Transition
'New Directions for Vocational Education' 1

Analysis
Vocational Education
Addressing Federal Mandates 5

Analysis
Job Training Partnership Act
Addressing Federal Mandates 14

The Next Steps
'Implementing the Master Plan for Voc Ed' 19

Summary of Council Activities 23

Appendix

Special Feature:
'What Vocational Graduates Are Doing Now' 26

The Advisory Council is a 13-member advisory group comprised of Governor appointed representatives from business, industry, labor, and education. The Council, which operates under both federal and state laws, advises the State Board of Education and Coordinating Board, Texas College and University System, and reports to the Governor and Legislature. Council member photos appear on inside front cover. Membership categories appear inside back cover.

Texas in Transition
'New Directions in Vocational Education'

Introduction

Global conditions have dramatically impacted the Texas economy, thereby endangering the State's competitive position in domestic and world markets.

Economic conditions have severely diminished the Texas revenue base, thereby eroding the State's ability to provide services to its citizens.

Texas is presently attacking the State's economic and revenue problems through a long journey covered in small steps: tax and economic policies, government efficiency, education improvements, college and university research capabilities, and management and labor attitudes.

For the balance of this century, Texas must concern itself with technological changes and unrelenting international and domestic competition, the continued shift from goods-producing to information and services industries, and the level of literacy rising beyond the mere ability to read and write.

Texas must also concern itself with dramatic increases in minorities and immigrants entering the labor market; an aging work force; and a continued rise in the number of working single parents, dual wage earners, latchkey children, school dropouts, and workers upgrading or retraining for jobs 5-6 times during their work lives.

Education Becomes Critical Link

Education becomes the critical link between future technology and future jobs, providing Texas citizens with a broad range of academic, technical, and vocational skills that will enhance their entrance, adaptability, transferability, and upward mobility in the work force.

The passage of state legislation in 1981 and 1984 set in motion major education reforms, placing the highest priority on academic excellence while restructuring vocational-technical education. These reforms are extremely timely in Texas' overall strategies to improve its economic competitiveness and revenue base.

The State Board of Education has developed a Long Range Plan for Public Education that will propel Texas to the Nation's forefront in academic achievement, thereby ensuring current and future generations of Texans a sound foundation in basic and analytic skills.

Texas has also developed a Master Plan for Vocational Education which will ensure that vocational-technical programs in secondary schools, community colleges, technical institutes, and universities will reinforce and supplement academic preparation, and address labor market needs in a relevent and coordinated manner.

The passage of new federal vocational education legislation in 1984 entered into and enhanced the development of the Master Plan for Vocational Education, and will prove immensely valuable in its implementation.

A Select Committee on Higher Education has identified new directions for the State's colleges and universities. Now being considered by the State Legislature, these reforms will increase industrial, business, and technical might.

Master Plan for Vocational Education

The Master Plan for Vocational Education in Texas, approved in January 1987, culminated a two-year joint effort of the State Board of Education, College and University Coordinating Board, the State Advisory Council, and other groups to streamline vocational education, making it more responsive to the State's economic development needs. Major provisions of the Master Plan include:

Grades K-6	Introduction to computer literacy and keyboarding will be integrated into appropriate academics. (Computer courses will be offered in junior and senior high school.)
Grades K-12	Appropriate academic subjects will be modified to teach students an awareness of career opportunities, particularly education and skill requirements. (Occupational Investigation courses will be available in junior high school for students wanting an indepth look at occupations.)
Grades 7-8	Introductory Technology and Life Skills Management courses will replace Industrial Arts and Exploratory Homemaking. All school districts must make the Life Skills Management course available to their student bodies.
Grades 9-12	Production Agriculture (I through IV), Consumer & Homemaking (I through III), and Industrial Arts courses will be dropped, to be replaced by one-half to one-year comprehensive courses in each area, to be followed by specialized and technical courses. Industrial Arts will be redirected and renamed Technology Education.
Grades 9-12	Application courses will be offered, focusing on applying math, science, social science, and language arts to the work place.
Grades 10-12	Occupational Cluster courses will be offered, stressing the development of skills generic to several occupations within a broad occupational heading. Nine clusters are cited as examples.
Grades 11-12	Occupational Specific Training courses will be offered, addressing skill requirements of specific occupations through a simulated industry setting on the school campus or through cooperative education and internships in the work community.
Grades 11-12	Principles of Technology courses will be offered, a highly sophisticated applied science program that helps prepare tomorrow's technicians, teaches technical principles and concepts, introduces high level science and mathematic skills, and provides hands-on laboratory experience.

Grades 11-12	"2+2" programs, linking grades 11-12 and grades 13-14.
Handicapped & Disadvantaged	Courses designed for handicapped students that cannot be properly served in the mainstream will continue to be offered in grades 7-12. Coordinated Vocational Academic Education (CVAE) courses at grades 7-8, aimed at students not doing well academically, will be phased into "Alternatives to Social Promotion." CVAE in grades 9-12 are being evaluated to determine their future status.
Postsecondary	Community colleges, technical institutes, and certain universities will provide generic occupational and technology clusters; job specific training, retraining, and upgrading; as well as career adaptability skills that will allow individuals to stay current in the job market or become self-employed. Postsecondary programs will serve such constituencies as: post high school age persons seeking degree or certificate programs; high school students through early admissions or contracting; business and industrial employers; industrial and economic development prospects; social services and governmental agencies; employers needing continuing education; special populations such as displaced workers, disadvantaged adults, at-risk youth, handicapped persons, single parents, and criminal offenders; individuals desiring to start or maintain small businesses. Special efforts will be provided to eliminate sex bias and stereotyping in program offerings. Equal access will be provided for all targeted groups and special populations. Services will be provided for basic skill remediation and literacy training for disadvantaged and illiterate adults. Postsecondary occupational education will focus considerable efforts in the next five years on servicing emerging and impacting technologies, occupations, and industries. Priorities will include: agriculture, biotechnology, biomedicine, energy, materials science, microelectronics, marine science/aquaculture, aerospace, telecommunications, manufacturing science, automated manufacturing, and office automation. Postsecondary and adult vocational education will provide a pivotal role to effectively coordinate student articulation between secondary and postsecondary levels by developing prototype articulation agreements and 2+2 programs and by conducting articulation workshops. Strategies will be implemented to maximize public/private partnerships, to stimulate economic development, and to expand the small business center concept.
Regional Planning	Texas will be divided into regions for planning, developing, and implementing vocational-technical programs, and to facilitate strong coordination between secondary and postsecondary vocational education, the private sector, and other employment and training entities.

Prioritizing of Funds	Priorities will be set for the use of state and federal funds for vocational education.

Meets Intent of Perkins Act

The Master Plan for Vocational Education in Texas will fulfill the purposes set forth in the Carl D. Perkins Vocational Education Act of 1984, which are to improve and modernize programs, assure access of special populations to programs and services, promote greater public/private sector involvement, improve the academic foundations of vocational students, stress adult education services, target economically depressed areas, and provide guidance services.

Federal dollars under the Perkins Act are extremely important to the Master Plan's implementation, particularly in the area of research, curriculum development, personnel training, and targeting services to special populations.

Analysis
Vocational Education in Texas
Addressing Federal Mandates

Introduction

U.S. Department of Education regulations require the State Advisory Council to report on vocational education in Texas under the last year of the federal Vocational Education Amendments of 1976, which expired at the end of the 1984-85 program year, and the initial year of the Carl D. Perkins Vocational Education Act of 1984, which began in 1985-86.

Administration of Programs

The Texas Education Agency, under the direction of the State Board of Education, administered secondary and postsecondary vocational-technical programs in 1984-85. State legislation passed in 1985 transferred postsecondary programs to the Texas College and University Coordinating Board, beginning with 1985-86.

The state legislation effecting the transfer established a Joint Committee to facilitate coordination between secondary and postsecondary programs, particularly in the use of federal funds. The Joint Committee is comprised of representatives from the State Board, Coordinating Board, and State Advisory Council.

The State Board, Coordinating Board, and State Council are all appointed by the Governor. Prior to 1984-85, the State Board was an elected body, and will revert back to an elected Board in 1989 per provisions of state education reform law.

Approximately 12 of the 155 full-time equivalent vocational positions at the Texas Education Agency were transferred to the Coordinating Board to administer postsecondary programs within a new division called "Community Colleges and Technical Institutes."

A reduction in state dollars for Texas Education Agency administration, just prior to 1985-86, resulted in a decrease of the remaining Agency vocational staff by approximately 50 FTE positions. Most of the reductions came through the closing of the Agency's 12 vocational field offices.

The Texas Education Agency, under a new commissioner of education, reorganized just prior to the start of the 1985-86 program year. The Agency's separate vocational education department was eliminated with the vocational personnel being dispersed throughout the Agency's new organizational structure based on their individual functions. The former State Director for Vocational Education, who is now the Assistant Commissioner for Compliance, coordinates the efforts of the vocational staff but no longer has authority over the entire vocational contingent within the Agency.

Further reduction in state dollars for Texas Education Agency staffing for 1986-87 resulted in the TEA eliminating additional positions through attrition, and redefining many vocational positions as "technical assistance" rather than administrative. Many technical assistance positions are now funded with 100% federal dollars within the Agency, but matched dollar-for-dollar on a statewide aggregate basis with nonfederal dollars expended for vocational teacher training. Currently, the Texas Education Agency employs about 77 administrative/technical assistance FTE vocational positions.

Delivery System

Vocational education in Texas is offered in 953 school districts, 49 community college districts, the Texas State Technical Institute System, Lamar University, and the Texas Engineering Extension Service. Numerous senior colleges and universities are also involved, providing teacher training, conducting research, and developing curriculum.

Vocational Education Enrollments

Total Enrollments

Texas provided vocational education to nearly one million students in 1985-86, a 6.8% increase over 1984-85. Postsecondary schools accounted for the bulk of the net growth.

Table 1
Enrollment Summary

Level	1984-85	% Total	1985-86	% Total	% Change '84-85 to '85-86
School Districts*	558,398	59.6%	562,723	56.3%	+ .8%
Postsecondary/ Adult	378,073	40.4%	436,987	43.7%	+15.6%
Totals	936,471	100.0%	999,710	100.0%	+ 6.8%

*Includes 34,571 adults in 1984-85 and 19,475 adults in 1985-86 served by school districts.

Sources: Texas Education Agency Data System (12/31/86)
College and University Coordinating Board (2/10/87)

School district vocational enrollments in 1985-86, excluding adults, were divided among: Home Economics (41.3%), Trade & Industrial (12.9%), Industrial Arts (11.2%), Agriculture (10.4%), Occupational Investigation & Pre-Vocational (10.3%), Business & Office (6.5%), Marketing (5.5%), Allied Health (1.1%), and Technical (.8%).

Postsecondary/adult enrollments in 1985-86 were divided among: Business & Office (31.3%), Technical (25.2%), Trade & Industrial (19.1%), Allied Health (11.1%), Marketing (6.8%), Home Economics (5.8%), and Agriculture (.7%).

Ninety percent of the adults served by school districts in 1985-86 were in three programs: Home Economics (36.6%), Trade & Industrial (29.9%), and Business & Office (23.6%).

Special Needs Enrollments

Of the nearly one million students served by vocational education in 1985-86, 28% were classified as handicapped, disadvantaged, or of Limited English Proficiency. This compares to nearly 30% of the 936,471 students served in 1984-85.

Table 2
Portion of Vocational Enrollments Having Special Needs*

Level	1984-85	% of Level	1985-86	% of Level	% Change '84-85 to '85-86
School Districts**	205,742	36.8%	205,847	36.6%	+ .1%
Postsecondary/Adult	71,596	18.9%	70,562	16.1%	- 1.4%
Totals	277,338	29.6%	276,409	27.7%	- .3%

*Persons who are disadvantaged, handicapped, or of Limited English Proficiency.
**Includes 14,755 adults in '84-85 and 9,246 adults in '85-86 served by school districts.

Sources: Texas Education Agency Data System (12/31/86)
College and University Coordinating Board (2/10/87)

School district special needs students in 1984-85, excluding adults, were divided as follows: 141,951 were classified as educationally disadvantaged, 35,691 were handicapped, and 18,959 had Limited English Proficiency (LEP).

At the postsecondary level in 1985-86, 53,893 were disadvantaged, 6,468 were handicapped, and 10,201 were of LEP.

Of the adults served by school districts in 1985-86, 8,111 were disadvantaged, 395 were handicapped, and 740 were classified as of Limited English Proficiency.

Eliminating Sex Bias and Sex Stereotyping

Efforts to eliminate sex bias and sex stereotyping in vocational education began under previous federal legislation and receive even greater focus under the Carl Perkins Act. Conferences, workshops, technical assistance visits, guidance and counseling, curriculum development, and exemplary/demonstration projects are among the efforts to address sex bias and sex stereotyping.

Just over $1.4 million in federal funds (Table 4) was allotted in 1985-86 for use in eliminating sex bias/stereotyping. The postsecondary level received about 75% of the dollars. There were 6,326 secondary and 14,416 postsecondary students served. There were 469 adults served by school districts.

Examples of projects funded in 1985-86 are: "Project WINC: A Field Test of U.S. Department of Labor Women's Bureau Curriculum Material for Women in Nontraditional Careers," "Personnel Planning and Self-Awareness for Teenaged Women and Men," "A Study of Equity in the Apprenticeship Program," and "Dissemination of Equal Access Information."

Since 1981-82, both males and females have made inroads into nontraditional programs. For example, at the secondary level, in 1985-86 males comprised 31% of Home Economics enrollments, compared to 26% in 1981-82. Eighteen percent of Business/Office enrollments and 24% of Health Occupations enrollments were males, compared to 12% and 19%, respectively, in 1981-82.

Females comprised 19% of Agriculture enrollments, up from 14% five years ago. Technical

Education enrollments at the secondary level were comprised of 48% females, up from 38% in 1981-82; however, technical enrollments represented only 1% of all secondary vocational students. Females comprised 16% of Trade & Industrial enrollments, the same as in 1981-82.

At the postsecondary level, females comprised 16% of Trade & Industrial, 22% of Technical, and 38% of Agriculture enrollments; however, Agriculture represents only a small percent of postsecondary enrollments. Males represented 34% of Business & Office, 24% of Health Occupations, and 20% of Home Economics enrollments.

Enrollments in Marketing Education programs at both the secondary and postsecondary levels have remained almost 50/50.

Single Parents and Homemakers

There were 1,182 single parents and homemakers served at the secondary level in 1985-86, while the postsecondary level served 22,639 single parents/homemakers. Seventy-five percent of federal funds allocated for this special population group (Table 4) were at the postsecondary level.

Examples of projects funded in 1985-86 are: "Back to Work: Single Parents and Homemakers Reentry Program," and "A Program to Prepare Single Parents and Homemakers for Job Training and Employment in a Rural Economically Depressed Area."

Vocational Education Funding

Overall Funding

Texas expended $551.4 million in state/federal dollars on vocational education in 1984-85, which compares to estimated expenditures of $558.5 million in 1985-86.

Federal funds represented about 9% of the state budget for vocational education each of the past two years. Table 3 summarizes state and federal expenditures.

Tabe 3
Vocational Education Expenditures
(in millions)

	1984-85	% Total	1985-86	% Total	% Change '84-85 to '85-86
State Funds*	$ 502.8	91.2%	$ 508.2	91.0%	+ 1.1%
Federal Funds	48.6	8.8%	50.3	9.0%	+ 3.4%
Totals	$ 551.4	100.0%	$ 558.5	100.0%	+ 1.3%

*Includes transportation costs and school district local fund assignment.

NOTE: Table approximates expenditures for vocational education. Does not include local expenditures, except for school district local fund assignment.

Sources: Legislative Budget Board (January 1987)
Texas Education Agency (12/31/86 & FY '86 Amendment to State Plan)
College and University Coordinating Board (12/31/86)

State expenditures in 1985-86 were divided among the following categories: state administration (.4%), school districts (48.8%), community colleges (41.9%), Texas State Technical Institute System (8.6%), apprenticeship training (.1%), and industrial start-up training (.2%).

Texas, a pay-as-you-go state, currently has a multi-billion dollar budget deficit. The Legislature reduced postsecondary vocational-technical funds by 9% for 1986-87, but did not reduce school district vocational funds. Governor Bill Clements has recommended, however, that secondary vocational funding be reduced by $26 million per year for the 1988-89 biennium. He originally recommended a two-year $125 million cut in secondary vocational funds, but later lowered the amount.

Federal Funding

The 1985-86 program year marked the implementation of the Carl D. Perkins Vocational Education Act of 1984 in terms of how federal dollars are used. Table 4 compares actual expenditures for 1984-85 with estimated expenditures for 1985-86.

Table 4
Vocational Education Federal Funds
Actual and Estimated Expenditures

Category	Expended 1984-85	Estimated 1985-86 Expenditures		
		Allotment**	Carryover*	Total**
State Administration	$ 2,593,651	$ 2,175,000	$ 0	$ 2,175,000
Sex Equity Coordination	(55,116)	(114,424)	0	(114,424)
Handicapped	5,598,368	4,024,829	1,079,331	5,104,160
Disadvantaged	10,224,193	8,854,624	1,854,803	10,709,427
Limited English Prof.	(238,916)	(1,105,230)	0	(1,105,230)
Adult Training	3,402,010	4,829,795	1,543,463	6,373,258
Single Parents/Homemakers	1,634,160	3,421,105	0	3,421,105
Sex Bias/Stereotyping	139,632	1,408,690	0	1,408,690
Criminal Offenders	179,969	402,483	0	402,483
Program Improvement	6,632,210	17,306,765	1,326,354	18,633,119
Consumer/Homemaking	1,930,924	1,970,210	99,008	2,069,218
Other ***	16,316,127	0	0	0
Totals	$48,651,244	$44,393,501	$5,902,959	$50,296,460

*Unused funds from 1984-85.
**Does not include supplemental allocation of $7,407,823 in 1985-86 that was not distributed, but held back for use in 1986-87.
***There were more funding categories under previous federal legislation. These categories (i.e., Instructional, Work Study, Energy Education, Exploratory Arts, Planning, Data Collection, Evaluation) were combined for this table.

Sources: Texas Education Agency FY '85 Accountability Report
Texas Education Agency FY '86 Amendment to State Plan for Vocational Education

Secondary and Postsecondary Funding Split

In 1984-85 and in 1985-86, school districts (secondary level) received approximately 65%

of the federal dollars, with postsecondary institutions receiving 35%.

The Joint Committee, referenced on page 5, agreed on a 60/40 split of federal funds in future years, with the secondary level receiving 60%. This split, as in the past, will not be totally even.

For example, for the 1987-88 program year, the postsecondary level will receive over 70% of the federal funds earmarked for adult training, sex equity, and single parents/homemakers. The secondary level will receive 65% of the dollars for handicapped and disadvantaged activities and 100% of the consumer/homemaking dollars. The secondary level will receive 70% of the program improvement funds, which is a reduction from previous years.

Flowing Federal Funds

Texas uses basically two mechanisms to flow federal dollars to school districts and postsecondary institutions: by formula and through request for proposals (RFPs).

In 1985-86, approximately 10% of the federal dollars were retained at the state level for administration and some program improvement projects. The balance was distributed by formula, with all Local Education Agencies receiving a slice of the pie.

Economically depressed areas of the State now receive just over 50% of federal funds under the Perkins Act, which is more than in previous years.

The Texas Education Agency began flowing funds to serve adults through the RFPs in 1986-87, replacing the formula process. In past years, the Agency gave every school district a slice of the adult pie. Dollars were spread so thin that many districts opted not to provide programs. By flowing federal dollars only to districts that develop proposals, the Agency feels adult services will be substantially improved.

Problems with Matching and Excess Cost

The Carl Perkins Act shifted the emphasis on the use of federal funds (e.g., stronger commitment to special needs groups), and changed matching requirements (e.g., federal funds can only be used to cover 50% of the cost to serve disadvantaged and handicapped persons that is above the cost to serve regular students).

Local Education Agencies (LEAs), particularly small systems, have found the "excess cost" and matching requirements a major problem. In many cases, the LEAs cannot document the excess cost either because they do not exist or the accounting system does not permit them to be separated. Also, many LEAs cannot come up with the matching money.

Approximately 98 of 953 school districts and 3 postsecondary institutions rejected their allocation of handicapped and disadvantaged funds for 1985-86.

Table 4 "estimates" $50.2 million in federal expenditures for 1985-86, based on the Texas Education Agency's amendment to the State Plan for Vocational Education submitted to the U.S. Department of Education prior to the start of the '85-86 program year. The TEA has not closed out its books on 1985-86 because some LEAs are yet to report the use of carryover funds, but there is a strong likelihood that considerably less than $50.2 million was expended.

As of December 31, 1986, a TEA financial document provided to the State Advisory Council indicated that only $35 million of the federal funds available for 1985-86 had been obligated as of June 30, 1986 when the fiscal year ended. Final expenditures for '85-86 may rise, but problems do exist with excess cost and matching requirements.

The State's economic crunch, with a multi-billion dollar state deficit, is creating a greater financial burden on LEAs to maintain current services; consequently, 50/50 matching requirements imposed by the Perkins Act are forcing many LEAs to cut back on vocational programs and services, hurting the populations the Perkins Act seeks to serve.

Program Improvement Projects

Nearly 90% of program improvement funds in 1985-86 were allocated to Local Education Agencies on a formula. The balance was retained at the state level to be allocated through RFPs to address priorities identified by the State Board of Education and College and University Coordinating Board. All program improvement funds must be matched 50/50 with nonfederal dollars.

Table 5
Program Improvement Expenditures (Federal Funds)
Allocated Through Requests for Proposals*

Year	Curriculum Development	Personnel Development	Research and Program Development	Total
1984-85	$1,854,197	$1,175,837	$529,152	$3,559,186
1985-86	1,222,917	634,014	467,857	2,324,788

*Represents federal dollars retained at state level for allocation through an RFP process whereby Local Education Agencies competitively bid on projects identified by the State Board of Education and College and University Coordinating Board.

Source: Status Report, State Board of Education (2/7/86)

With the approval of the new Master Plan for Vocational Education in January 1987, program improvement funds take on special meaning. For example, projects approved through the RFP process for 1986-87 are all tied to the implementation of the Master Plan.

Local Education Agencies have found some problems with the program improvement funds they have received on formula, particularly now that the Perkins Act prohibits their use for maintaining student organizations, cooperative education programs, and teacher travel. These areas were prime targets for federal funds under previous legislation. The 50/50 matching requirement has created problems. Some LEAs are not accepting program improvement dollars.

Vocational Education Monitoring

Local Education Agencies are monitored once every five years to determine compliance with policies and standards which regulate vocational education programs.

In 1984-85, the Texas Education Agency monitored 326 secondary and postsecondary institutions, finding discrepancies in 119. A total of 808 discrepancies were found.

Discrepancies most often cited in 1984-85 were: (1) comparable changing rooms, showers, other facilities for both sexes (71 times); (2) accurate reporting of contact hours by schools receiving students for contracted instruction (56 times); (3) facilities for handicapped persons not comparable to those offered nonhandicapped persons (45 times); and (4) protective eye devices free or at cost to students training in hazardous environments (44 times).

In 1985-86, the TEA monitored school districts and the College and University Coordinating Board monitored postsecondary institutions.

The TEA monitored 331 school districts, finding a total of 584 discrepancies in 209.

Discrepancies cited most often in 1985-86 were: (1) programs were not annually evaluated locally for quality and effectiveness (58 times); (2) applications for federal funds were not developed in consultation with local advisory council (42 times); (3) Individual Education Plan (IEP) for handicapped students in voc ed did not address voc ed as a component of total IEP (42 times); (4) students simultaneously enrolled in more than one voc ed program were not counted for funding appropriately (36 times); and (5) voc ed programs for handicapped students were not jointly planned by voc ed and special education through the Admission, Review, and Dismissal Process (36 times).

Technical Committees

In December 1985, the State Board of Education, acting on recommendations from the State Advisory Council, approved the use of seven technical committees, to be phased in over a two-year period, to identify inventories of skills for use in developing model curricula. The seven committees are: Agriculture, Business & Office, Marketing, Home Economics, Health Occupations, Trade & Industrial, and Industrial Arts.

Each committee, comprised of six private sector representatives and a teacher, will report their work through the State Advisory Council to the State Board. Three committees were established in 1986: Business & Office, Health Occupations, and Trade & Industrial.

The State Advisory Council had envisioned each committee addressing both secondary and postsecondary needs; however, with the split in administration of secondary and postsecondary programs, it is likely the College and University Coordinating Board will establish its own technical committees on an as needed basis.

Follow-Up of Vocational Students

During 1985-86, the Texas Education Agency gathered follow-up data on 62,906 students who completed vocational training the previous year.

The secondary follow-up revealed the following: 30.1% were pursuing additional education, 4.4% were in the military, 43.7% were in the labor force, and 3.9% were not in the labor force or in school. The status of just over 14% of the 62,906 completers was not known.

During 1985-86, the College and University Coordinating Board gathered follow-up data on 20,795 students who graduated from degree or certificate programs the previous year. Of that total, 51% did not respond to the survey. Of those who did, the majority were

employed in jobs related to their training.

State Plan for Vocational Education

The initial three-year State Plan for Vocational Education, required under the Perkins Act, was approved by the State Board of Education in April 1985.

Prior to drafting the State Plan, the Texas Education Agency held public hearings across Texas in January 1985, to solicit public comments as to the Plan's development. On February 8, 1985, the State Board of Education conducted a statewide public hearing on the State Plan.

Subsequent to the Plan's approval, the State Advisory Council, the State Job Training Coordinating Council, and Legislature were given opportunities to review and comment on the Plan. Recommendations made by the SJTCC, particularly in regard to common voc ed/JTPA planning coordination criteria, were not incorporated into the State Plan, but will hopefully be addressed in the development of a regional planning model as a part of the new Master Plan for Vocational Education in Texas (See page 3).

The Texas Education Agency did not formally undertake the various needs assessments required by the Perkins Act (Section 113) in developing the State Plan. Time limitations, availability of some information from other sources, immense costs and time required to conduct assessments, and insufficient staffing were cited by the TEA as reasons for foregoing the assessments.

The Agency had tentatively planned to undertake the assessments through a research project during 1986-87. The project was put on hold during development of the Master Plan and is not listed among 1987-88 research projects to be funded with Perkins dollars.

The Texas Education Agency is using some Perkins dollars to help develop the new Public Education Information Management System (PEIMS) for Texas, which will benefit vocational planning in future years.

Analysis
Job Training Partnership Act
Addressing Federal Mandates

Introduction

The Job Training Partnership Act, signed into law in 1982, has two basic but yet extremely important purposes in servicing economic development: (1) establish programs to prepare youth and unskilled adults for entry into the labor force; and (2) afford job training to those economically disadvantaged individuals and other individuals facing serious barriers to employment, who are in special need of such training to obtain productive employment.

Texas has been fortunate to have former U.S. Secretary of Labor Ray Marshall guide the implementation of the State's JTPA programs through his service as chairman of the State Job Training Coordinating Council, which oversees JTPA.

The JTPA and Carl D. Perkins Vocational Education Act call for strong coordination between employment/training and vocational education. Dr. Marshall was instrumental in ensuring the new Master Plan for Vocational Education in Texas will be based on the foundation of regional planning, involving JTPA and other public and private sector agencies concerned with economic development.

SJTCC Delegated Key Responsibilities

The Texas Job Training Partnership Act, passed by the State Legislature in 1983, delegated the State Job Training Coordinating Council three key overall responsibilities: (1) planning and policy development; (2) coordination of state employment and training programs and services; and (3) oversight and evaluation of state employment and training activities.

TDCA Administers JTPA

The Texas Department of Community Affairs is the administering agency for JTPA, including the administration of the 8% setaside for education/training (Section 123). The TDCA works with the Texas Education Agency and Texas College and University Coordinating Board in targeting vocational programs and services to JTPA clients.

TEC Key Player in Human Resource Development

The Texas Employment Commission plays a key role in human resource development, particularly in coordinating its planning and program efforts with JTPA's efforts at the state and local levels.

Texas Has 34 Service Delivery Areas

Texas is divided into 34 Service Delivery Areas (SDAs). Each Private Industry Council (PIC), which has planning, policy, and oversight functions, has an education subcommittee to facilitate coordination between JTPA and voc ed at the local level. The 34 PICs have formed the Texas Association of Private Industry Councils to facilitate communication and assistance among the PICs.

Texas JTPA's 1984-85 Resource Level at $177 million

During the 1984-85 program year, $177.4 million in federal funds was available for Texas JTPA programs and services, which includes carryover funds from the previous year. Another $46.6 million from the Wagner-Peyser Act was allocated in Texas, bringing the total Texas employment and training resources to $223.9 million in 1984-85.

Table 1
Job Training Partnership Act Resources
Program year 1984-85

Category	1984-85 Allocation	1984-85 Total Resources*	% Total
Adult & Youth Programs (Title II-A)	$ 93,620,145	$119,362,229	67.3%
Summer Youth Programs (Title II-B)	39,232,638	39,232,638	22.1%
Dislocated Workers (Title III)	7,459,377	17,977,607	10.1%
Veterans (Title IV-C)	505,000	820,000	.5%
Total	$140,817,160	$177,392,474	100.0%

*Includes carryover funds from 1983-84.

Source: State Job Training Coordinating Council (PY 1984-85 Report)

Seventy-eight percent ($91.3 million) of the $119.3 million for Title II-A programs and services flowed directly to the 34 SDAs in Texas. Another 8% ($9.9 million) was targeted to provide financial assistance to state education agencies for the education and training of JTPA eligible clients.

The $39.2 million for the Title II-B program was handled by the SDAs.

JTPA Expenditures and Performance Record

Adult & Youth Programs (Title II-A)

Of the $91.3 million available to Service Delivery Areas in 1984-85, $63.5 million was expended to serve 43,056 participants. Within the $9.9 million (8% setaside), $6.6 million was expended to serve 5,289 participants.

Title II-A activities were divided among: Classroom Training (51.1%), On-the-Job Training (19.3%), Services (13.3%), Work Experience (9.8%), and Exemplary Youth Programs (6.5%).

Nearly 60% of the participants were females. Fifty-three percent of the participants were between 22-44 years of age, while 26% were age 16-19.

Almost 40 percent of Title II-A participants were Hispanic, 34% were Black, and 25% were Anglo.

Table 2
JTPA Program Performance
1984-85 Adult & Youth Programs

	Adult				Youth		
	EER	CPEE	AW	WEER	EER	PIR	CPPT
Standard	62.0%	$4,374	$4.91	51.0%	43.0%	75.0%	$4,900
Achievement	67.8%	$3,184	$4.58	57.0%	51.6%	65.6%	$3,100

Legend: EER (Entered Employment Rate)
CPEE (Cost Per Entered Employment)
AW (Average Wage at Placement)
WEER (Welfare Entered Employment Rate)
PIR (Positive Termination Rate)
CPPT (Cost Per Positive Termination)

Source: State Job Training Coordinating Council (PY 1984-85 Report)

Summer Youth Program (Title II-B)

Of the $39.2 million available to SDAs in 1984-85, $31.4 million was expended to serve 26,671 participants.

Title II-B activities were divided among: Work Experience (55.9%), Classroom Training (28.5%), Exemplary Youth Programs (6.8%), Holding (6.7%), Services (2.0%), and OJT (.1%).

The number of males and females was almost evenly divided in the Summer Youth Program. Sixty-two percent of the participants were 16-19 years of age, while 33% were 14-15 years old. The number of Hispanics and Blacks was evenly divided at 44% each, while Anglos comprised 9% of the participants.

Dislocated Workers (Title III)

JTPA served 8,177 individuals in 1984-85 under the Dislocated Workers Program, with 6,025 being terminated and 3,854 entering employment.

Sixty-two percent of the Title III participants were males. Nearly 75% of the participants were between 22-44 years of age, while 12% were 45-54 years old.

Fifty-six percent of the participants were Hispanic, 27% were Anglo, and 15% were Black.

Wagner-Peyser

The Wagner-Peyser Act Labor Exchange, with $46.6 million in resources available in 1984-85, registered 1.2 million individuals, listed 627,808 jobs, and placed 299,823 participants on jobs.

Seventy-nine percent of the registrants were males. Just over 70% were classified as adults. Seventy-seven percent of the registrants were Anglo.

1984-85 JTPA Accomplishments

Governor's Youth Initiatives

In addition to implementing the Summer Youth Employment Program in PY years 1983 and 1984, former Governor Mark White initiated three exemplary employment related programs for youth: Youth Opportunities Unlimited, to expose disadvantaged youth to a university environment; Texas Conservation Corps, that stresses basic skill development, work orientation, and conserving and restoring important state natural resources; and Communities in Schools, a dropout prevention program.

Dislocated Workers

To respond to changing economic conditions, particularly the threat of worker dislocation, the Governor created the Rapid Response Team, funded with JTPA and Perkins dollars, to provide direct assistance to troubled firms, keeping some from closing. Also in 1984-85, Worker Adjustment Demonstration Projects were developed, particularly to serve laid-off steel, petrochemical, and apparel workers.

Older Workers

Eighteen Older Worker Demonstration Projects were launched in 1984-85 to provide job search assistance and training to older workers.

Wagner-Peyser Initiatives

The Texas Employment Commission contracted several projects aimed at special populations, such as female heads of household, disabled workers, and rural workers.

Toll-Free Occupational Information Project

The State Occupational Information Coordinating Committee (SOICC), using JTPA and Carl D. Perkins Vocational Education Act funds, initiated in 1984-85 a 1-800 telephone service for information seekers to use in obtaining career, occupational, and educational information that is currently available at no charge.

The toll-free service, initiated in March 1985, prompted 2,935 inquiries by the end of PY '84-85, resulting in 41,406 pieces of information being distributed.

Management Initiatives

A Participant Follow-Up System, Labor Market Information Plan, Management Development & Technical Assistance Plan, and Task Force on the Advancement of Labor-Management Relations were all developed in 1984-85.

JTPA & Voc Ed Coordination

During the 1984-85 Program Year, the Texas Education Agency, which administers vocational education, also administered the 8% setaside under Title II-A of JTPA. During the 1985-86 Program Year, the Governor transferred the 8% funds to the Texas Department of Community Affairs. The TDCA distributes the 8% funds through formula allocations to the State's 34 SDAs, with the PICs now reponsible for planning, implementing, and overseeing these

funds.

The intent in this departure from previous education coordination configurations is to promote flexible and innovative uses of these funds, with particular emphasis on service to "at-risk youth" (e.g., dropouts and potential dropouts; teen parents) and "hard-to-serve adults" (e.g., welfare recipients; ex-offenders).

To encourage the involvement of local education agencies in the planning of the 8% funds, each PIC is required to institute an education advisory subcommittee (EAS). Members of the EAS are appointed by the PIC and are required to include representatives from the following: (1) adult education; (2) secondary education; and (3) postsecondary education. Other entities such as community education, proprietary schools, community-based organizations, literacy groups, and regional service centers could also be represented at the discretion of the PIC. The education advisory subcommittee advises the PIC on the 8% plan development.

JTPA is basically a purchaser of services. Voc ed is a provider of services. The two systems, to some extent, perceive one another on a "competitive level" rather than a level of collaboration, cooperation, and coordination.

Our State Advisory Council on Vocational Education has established a good working relationship with the State Job Training Coordinating Council. We have a common desire to forge strong bonds between voc ed and JTPA.

Our Council's immediate past chairman is a member of the SJTCC. The two Councils shared ideas and became allies in helping to shape the development of the new Master Plan for Vocational Education in Texas. We will continue to work together during the critical implementation of the new vocational plan, particularly in helping to design regional planning and labor market information systems that will impact both voc ed and JTPA.

Our Council, which also serves as the State Advisory Committee for Adult Education, shares the SJTCC's concern for literacy in Texas. The SJTCC initiated a statewide literacy task force effort in 1985-86 resulting in numerous recommendations to combat the illiteracy problems in Texas. SJTCC member and ACTVE past chairman Janey Lack chaired the literacy task force.

During 1986-87, our State Council, working with the SJTCC, will initiate on-site case studies of voc ed and JTPA coordination at the local level.

The Next Steps
'Implementing Master Plan for Vocational Education'

Introduction

The major restructuring of vocational education, to ensure it meets the priority needs of the current and future labor markets, is an intense, complicated process.

The Master Plan for Vocational Education in Texas, approved in January 1987 (See page 2 for summary), is the "blueprint" for making vocational education a dynamic force with academics in servicing the State's economic development needs. Its implementation over the next five years will require strong nonpartisan support on the part of government officials, lawmakers, the private sector, and educators.

Commendations

The State Board of Education and Texas College and University Coordinating Board, with their respective staffs, deserve a Texas "thanks" for their time, sacrifices, and unrelenting efforts to make the Master Plan a reality. Gratitude is also extended to the members of the Master Plan Task Force for getting the development process started. Vocational educators, legislators, and business people are to be commended for their patience, expressions of concern, and suggestions.

Dialogue Must Continue

This Council's goal in drafting the language calling for a Master Plan that was included in the historic House Bill 72, passed in 1984, was to force an open and serious dialogue as to the future of vocational education in Texas. That dialogue, often emotional, must not end with the approval of the Master Plan.

The most critical steps in the journey to make Texas' vocational education 'second to none' are yet to follow as the Master Plan is implemented.

Recommendations

Since 1985, the State Advisory Council has made numerous recommendations, on an as needed basis, to the State Board of Education, Coordinating Board, Governor, and Legislature. These recommendations have covered a broad range of issues — new framework for vocational education, funding, technical committees, curriculum development, qualifications of personnel, vocational rules, and adult education. The Council appreciates the attention and action that most of its recommendations have received.

Beginning on the next page are recommendations for consideration by the State Board of Education and/or College and University Coordinating Board in implementing the Master Plan for Vocational Education in Texas. The recommendations are not all inclusive of actions required. The Council, through its continued working relationship with the two Boards, will continue to offer recommendations when warranted.

The Council only briefly addresses regional planning (see recommendation 4) because the State Board has approved a project to develop regional planning, with the assurance that all entities affected by regional planning will be involved in the development of models.

1. Comprehensive, Cluster, and Technical Courses

The State Board clearly define what shall constitute the focus of comprehensive, cluster, and technical courses.

Comments: The Council perceives comprehensive courses as exploratory in nature, providing students broad exposure to an entire industry. Cluster training is perceived as imparting job related skills that are "basic" and generic to a family of occupations. Technical training is perceived as a concentrated focus on an occupational area.

2. Application Courses

The State Board develop vocational education courses or sequences of courses that apply mathematics, science, and language arts to the work place that count toward meeting required academic high school graduation requirements.

Comments: Many students learn best through the application of knowledge while they are acquiring it. Vocational education can be a viable mechanism for meeting the essential elements required in some academic subjects. Students have limited time in high school to develop a sound academic foundation and to develop job ready skills for use when they leave the high school setting. Many students have to or want to go to work after high school. For others, they need to support their way through college. Application courses can provide students the best of both worlds. Any vocational course that meets academic requirements for graduation should be every bit as stringent as its academic counterpart.

3. "2+2" Programs

The development of "2+2" programs, linking grades 11-12 with grades 13-14, be a jointly funded and supported effort of the State Board and Coordinating Board.

Comments: School districts and postsecondary institutions serve the same labor market, but at presumably different levels of knowledge and skills. By working together in developing "2+2" programs, the two Boards can minimize duplication of instruction, better define continuity of instruction, and maximize limited resources available to develop curriculum.

4. List of Priority Occupations

a. The State Board restrict the use of the list of priority occupations to job specific, "2+2," and technical courses;

b. The State Board and Coordinating Board utilize the State Occupational Coordinating Committee as the mechanism for generating a list(s) of priority occupations for use at the state and regional levels for planning and prioritizing programs.

c. The State Board and Coordinating Board, in developing a state and regional planning framework, ensure a strong and clearly defined role for business, industry, and labor in validating labor market needs at the state, regional, and subregional levels.

Comments: Under the new Master Plan, cluster, comprehensive, application, life skills management, and introductory to technology courses will be broad in scope. To attempt to prioritize the need for these courses based strictly on fluctuating labor market trends will undermine their intended focuses, which are to impart skills that are transferable across numerous occupations enabling individuals to more readily adapt to economic conditions. The SOICC, which has the representation of numerous agencies, is in the most favorable and objective position to generate labor market information for use at the state and regional levels, provided a mechanism exists for business, industry, and labor to validate this information at the state, regional, and subregional levels.

5. Performance Standards

The State Board and Coordinating Board establish performance standards for cluster, occupationally specific, technical, and 2+2 programs that must be met by school districts and postsecondary institutions as a condition for continued state approval of these programs.

Comments: Vocational educators consistently use labor market needs to justify the importance of and continuation of programs. To ensure that vocational education is a strong and dynamic force in economic development, performance standards are needed. Such standards might be tied, where appropriate, to predetermined placement rates (e.g., percent of graduates/completers entering employment or further education directly related to training). Standardized competency tests, where appropriate, might be used in conjunction with or independent of placement rates as a performance measurement. Type of training, geographic variances in economic climate, and specific needs of students are factors to be considered in establishing standards to be met.

6. State Plan for Vocational Education

The State Board and Coordinating Board combine the State Plan for Vocational Education, historically developed as a compliance document to meet federal requirements, with the Master Plan for Vocational Education in Texas.

Comments: Federal law requires a state plan that addresses federal priorities. The new Master Plan, required under state law, stipulates that priorities will be set for the state and federal funding of vocational programs, services, and activities. A separate state plan will no longer be needed. As the Master Plan undergoes its initial annual update, it should be reviewed to determine what modifications or additions are needed to ensure federal priorities are clearly addressed.

7. Differential Funding Weights

The State Board develop differential weights for vocational courses identified in the new Master Plan, while also considering add-on weights to encourage districts to implement the new concepts outlined in the Master Plan.

Comments: The Council and State Board are in agreement that vocational education needs to be funded based on differential weights rather than one weight. Regardless of whether the Legislature retains the authority to set weights or grants the State Board this prerogative, it is important that a set of weights be identified as soon as possible, with implementation beginning with the 1988-89 school year. To maintain a 1.45 weight

for all programs beyond the 1987-88 school year would not be in the best interest of the Master Plan's implementation.

8. Data Collection Systems

The State Board and Coordinating Board expand or improve their respective data collection systems to support the matching of federal vocational funds on a statewide aggregate basis rather than on an individual school district and post-secondary basis.

Comments: Many school districts and postsecondary institutions lack sufficient local dollars to meet federal matching requirements for the use of federal dollars. Other districts and institutions are more than meeting federal matching requirements with local dollars. It is the Council's understanding through conversations with U.S. Department of Education officials that federal dollars only have to be matched on a statewide aggregate basis. Such an aggregate match would assist poorer districts that cannot individually match federal funds dollar-for-dollar. The current data reporting system should be expanded or improved to collect financial data in sufficient detail to permit an aggregate match.

9. Comprehensive Career Guidance

The State Board design and implement a comprehensive career guidance program to intensify career guidance activities for all secondary students.

Comments: Comprehensive career guidance is the key to matching programs and services to student interests, abilities, and needs. The guidance program should stress the implementation, to include a timetable, of activities to assist all students in developing future educational and career goals. The program should also provide leadership to enable schools to initiate special assessment and counseling activities for special populations. Strong coordination between regular and vocational counselors should be delineated. Also, the secondary guidance program should relate to the "career opportunities" emphasis in K-6.

10. Carl Perkins Act

The State Board and Coordinating Board, through the Joint Committee, adopt a resolution expressing strong support for the Carl D. Perkins Act of 1984 and accompanying federal appropriations, and that the resolution be sent to the U.S. Secretary of Education.

Comments: Federal legislation and appropriations are the catalyst for innovation, creativity, and commitment in vocational education, particularly research, curriculum development, personnel training, and targeting services to special populations. The implementation of the new Master Plan for Vocational Education in Texas hinges on a strong state/federal/local partnership.

Summary of Council Activities

Revamped State Advisory Council Focuses on Identifying New Directions for Vocational Education in Texas

Revamping of State Council

The State Advisory Council today is far different than it has been during most of its 17 years of existence. Changes in federal law in 1984, and subsequently in state law in 1985, reduced the Council from 24 to 13 members, while revamping membership categories and responsibilities. When the transition to a smaller Governor appointed Council was completed in 1985, 10 of the members were new.

Council Activities Devoted to Implementing Voc Ed Reform Measures

The revamped Council has spent most of the past 18 months heavily involved in the implementation of the House Bill 72 vocational education reform measures, particularly the development of the Master Plan for Vocational Education in Texas. The Council firmly believes the Master Plan is the catalyst for bringing about real and long-term beneficial changes in vocational education.

Regular meetings of the Council, tours of local vocational programs, reviews of previous research studies on vocational education, a public hearing, and roundtable discussions have been utilized by the Council in obtaining a broad perspective of the current vocational education delivery system, particularly its strengths and weaknesses. The knowledge obtained from these activities was transformed into Council recommendations to reshape the vocational education system.

Council Meetings

The Council met four times in FY '85 and six times in FY '86. The vocational staff of the Texas Education Agency and Coordinating Board, Texas College and University System, made formal presentations on the current vocational system and their hopes for the future. The Council looked at what other agencies and states are doing. Time was also devoted to touring local vocational programs. Minutes on all Council meetings are available from the Council office on request.

Public Hearing

In April 1986, the Council conducted a statewide public hearing on vocational education. Over 150 individuals attended, with testimony received from 82 individuals. Testimony focused on such issues as the mission of vocational education, career guidance, private sector involvement, funding, special populations, school dropouts, economic development, and priority occupations. A summary of the testimony is available from the Council.

State Board Request for Recommendations to Reshape Voc Ed

In June 1986, the State Board of Education, concerned that an initial draft of the Master

Plan for Vocational Education in Texas developed by a special task force would preserve the "status quo," asked the State Advisory Council and Texas Education Agency to develop recommendations to reshape vocational education.

The Council and TEA responded in July, with both sets of recommendations combined into a single "concept paper" used by the Board to rewrite the Master Plan. Most of the Council's recommendations were incorporated into the Master Plan rewrite, that was approved in January 1987. Testimony received by the Council at its public hearing helped in the development of the recommendations. A copy of the Council's recommended new framework for vocational education is available from the Council office.

Roundtable Discussions

In September 1986, the Council conducted roundtable discussions on the Council and TEA "concept paper" to reshape vocational education. Nearly 160 individuals, many returning from the Council's April public hearing, participated in the roundtables. The Council verbally conveyed the results of the roundtables in a three-hour meeting with State Board of Education members one day later, resulting in several changes in the concept paper. A written summary of the roundtables, available from the Council office, was later provided to the State Board.

Newsletter

A newsletter was published six times in 1985-86. Entitled "ACTVE News," the newsletter kept readers abreast of current developments in the field of vocational education, including activities of the Council. Distribution included: Chairs and vice chairs of local vocational advisory committees, state and local boards of education members, school superintendents, college deans, state and local vocational administrators, guidance personnel, teacher educators, and curriculum specialists.

Linkages With Other Groups

The State Council, in fulfilling its responsibilities, was represented by appointment on or invitation to meet with numerous external councils or committees in 1985-86. Among these were:

1. Texas Education Agency Task Force on the Master and State Plans for Vocational Education;
2. State Apprenticeship and Training Advisory Committee, which advises the State Board of Education on forms, formulas, and procedures for requesting appropriations and distributing funds;
3. State Job Training Coordinating Council, which advises the Governor in the administration of various parts of the Job Training Partnership Act (JTPA); and
4. Joint Committee, comprised of representatives from the State Board of Education; Coordinating Board, Texas College and University System; and the Advisory Council, which coordinates TEA and Coordinating Board vocational education activities, particularly in regard to postsecondary occupational education.

Council members and staff participated in numerous education related meetings, such as inservice workshops for teachers, national conference on vocational education, workshops on serving the handicapped, meetings on teacher certification, and meetings of local vocational advisory committees.

Special Feature: What Vocational Graduates Are Doing Now

Back to the Future
'What Vocational Graduates Are Doing Now'

Introduction

"A doctor, a lawyer, an indian chief!" - the career dreams of children are realized through vocational education programs. The "A" student, the "C" student, the inventor, the tinker, the handicapped, the disadvantaged, are all given the opportunity to succeed.

As Texas works to achieve economic growth and stability, the necessity of a well-trained work force becomes a top priority. Criticism has been hurled at vocational education nationally for a variety of shortcomings. Texas has been a frontrunner in responding to these challenges by restructuring vocational education in an attempt to streamline the system and make it responsive to the current economic needs of the State.

This is not to say that the past was ineffective, but rather vocational education must be willing to change to meet the new needs of the economy as we approach the year 2000.

Many Texans in the current work force can trace their career roots back to a vocational program. A secure foundation is laid from which many careers have been launched.

High school vocational training for some is the basis for an entire career, for others it represents a method to finance further training, and for still others it is an introduction to an exciting array of career opportunities.

Testimony from recent graduates proclaiming the benefits of vocational education acknowledges the success of the program. In collecting success stories, an attempt was made to get a cross-section of the "workers" of the State rather than focus on "super stars" with vocational education backgrounds.

Vocational educators across the State were asked to recommend successful graduates to participate in this project. The success stories described in the following section represent only a sampling of many stories that were submitted.

Gloria Leal - Assistant Attorney General of Texas

Currently serving as an Assistant Attorney General of Texas in Austin, Gloria Leal completed the first phase of her career training in Vocational Office Education (VOE) at Weslaco High School in 1972.

Gloria completed a Bachelor of Arts degree at the University of Texas in Austin; attended Catholic University in Lima, Peru, in a foreign exchange program; and completed a degree at the University of Texas School of Law. Prior to her current position, Gloria worked as an administrative assistant in the Texas House of Representatives and as an intern in the office of U.S. Senator Lloyd Bentsen, Washington, D.C.

Gloria cited her VOE training as developing general office skills as well as enhancing existing skills by encouraging participation in competition. She stated, "These skills enabled me to secure a position with the Texas House of Representatives which in turn enabled me to advance to supervisory roles. The encouragement and support from my VOE instructor were instrumental in giving me confidence to pursue higher education. The job placement program was effective in introducing me to the real world of employee responsibility and employer expectation."

Renee Alexander - Insurance Agent

Renee Alexander, a 1983 graduate of Carroll High School in Corpus Christi, is a licensed insurance agent.

Her vocational training began in a Coordinated Vocational Academic Education (CVAE) program where she achieved second place as "Student of the Year" in Vocational Opportunities Clubs of America (VOCT).

Renee began her career as a secretary for State Farm Insurance and continued her training to become a licensed agent.

Renee stated, "My real education came from my teacher who taught me far more than any book contained. He cared for his students, not only as a student, but as a friend. I recommend every student enroll in voc ed - it is well worth it!"

Jill S. Anderson - Owner of Beauty Salon

Jill S. Anderson, a 1982 graduate of Temple High School, opened her own beauty salon in 1984. Jill received cosmetology training in high school.

According to Jill, the program was very helpful in teaching how to deal with the public and developing self-confidence. "The program taught me very important steps in being successful in my profession as well as establishing and operating a business. It enabled me to start my career at an early age, and I was able to open my own business at age twenty."

Brad Duren - Sales Representative

Brad Duren, a 1979 graduate of Clarksville High School, is the assistant manager of an agri-business firm in charge of sales and is also retail advertising coordinator for a local menswear store.

Brad began his sales career in a Distributive Education program in high school. While president of his local DECA Chapter, he received a state award in automotive and petroleum competition as well as an award in the Phillips 66 Free Enterprise Essay Contest. He earned a Bachelor of Business Administration degree in marketing from Baylor University.

Brad stated, "The encouragement and direction I received from my DE teacher are primarily responsible for my chosen career in sales. Most importantly, she helped me develop confidence in myself, which in turn has helped me a great deal in working with other people."

Dennis R. Montoya - Hair Stylist

Dennis R. Montoya, a 1983 graduate of Bay City High School, is a hair stylist at Julie's Hair Design. He received his training in a cosmetology program in high school. He currently supervises all hair cuts and trains all new stylists.

According to Dennis, "Vocational education was helpful to me in that I am a licensed professional and I have the confidence to pursue my career to the fullest."

Valerie Ponish Jurica - Court Reporter

Valerie Ponish Jurica exercised her entrepreneurial skills in forming the company Jurica Reporting in Corpus Christi in 1986.

Valerie graduated from Victoria High School in 1980 and received vocational training in Vocational Office Education. She continued her education at Del Mar College in Corpus Christi where she earned an Associate Degree in Applied Science with a major in court reporting, graduating Magna Cum Laude.

"Vocational education was very helpful in preparing me for the job which got me through college. My secretarial skills were developed and sharpened enough to lead me to a position with a bank as a word processor. I provide my clients a full-service, free-lance reporting service which is very competitive. Therefore, to succeed you must be among the best, and I have my VOE background to thank for helping me achieve success," stated Valerie.

Richard Gutierrez - Personnel Representative

Richard Gutierrez, Personnel Representative for Rockwell International's Semiconductor Products Division in El Paso, is a graduate of El Paso Technical High School. He finished an engineering curriculum route and completed over 1500 hours of vocational training in electrical trades.

After attending the University of Texas at El Paso for one year in a co-op program with White Sands Missile Range, he enlisted in the United States Navy where he continued his electronic training as a Fire Control Missile System Technician.

Prior to completing his enlistment, he obtained an Associate of Arts Degree in Business and Electronics from Long Beach City College. Since returning to El Paso, he has earned a Bachelor of Business Administration in Management at the University of Texas at El Paso, while working as an associate engineer for Faytheon Company and Dale Electronics.

Richard stated, "Had it not been for my vocational and technical background, the doors at Rockwell would not have been opened." Gutierrez is a staffing recruiter and in his present capacity he not only has promoted and enhanced vocational education, but he has dedicated time in helping vocational students find employment.

Brenda Lee Estes - Owner of Apartment Locator Service

Brenda Lee Estes formed Apartment Connection, Inc., of Houston in 1980 and currently manages and owns 66% of the firm which employs over thirty people.

A 1973 graduate of Crockett High School in Austin, Brenda received vocational training in Distributive Education. She continued her education at the University of Houston and Houston Community College which assisted her in becoming a licensed real estate broker.

Brenda stated, "The key is in my hands as long as I am willing to pay the price. It has paid off. I am the managing partner for 30 full-time commissioned real estate agents with five offices in Houston. I have learned to successfully operate a multi-million dollar business in a "down" economy in Houston. Thank you DE!"

Maria Garza Dill - Medical Doctor

Maria G. Dill, a 1977 graduate of Weslaco High School, was introduced into health careers through a Health Occupations program.

Maria received a Bachelor of Science degree from Pan American University with a biology major and chemistry minor. She then attended the Texas Medical School at San Antonio University and received a Doctor of Medicine degree. She currently is a family practice resident at McAllen.

"Health Occupations was the best exposure and opportunity I had to realize that anyone can achieve their lifetime goal if the desire is there. I was exposed to the vocabulary, the work environment, and the responsibility at each level beginning as a nurses aide. Now that I am a doctor, each step of the way was definitely worthwhile. Being able to conquer each step makes for a confident individual," emphasized Dr. Dill.

Virgie Blohn Cheek - Bank Teller

Virgie Blohn Cheek, a 1983 graduate of Everman High School, is a teller at the Bank of Crowley.

She is a product of the Vocational Office Education program and furthered her education at the Tarrant County Junior College in Principles of Banking and Accounting.

"I acquired specific skills for the job I have. I also was encouraged by my VOE teachers to do the best at any job I had and to reach for my goals in life because I can do or be anything I want to be," explained Virgie.

Jennifer Heaser - Fashion Designer

Jennifer Heaser, a fashion designer, oversees the production of a line of women's separates. A 1978 graduate of Plano High School, Jennifer began study in her career in a Home Economics Cooperative Education (HECE) program which she continued at North Texas State University receiving a bachelor degree.

Jennifer spent 5 1/2 years in retail shops working in sales, inventory control, buying, trunk shows, etc.

"Vocational education provided me with early information on my chosen field, sparked my interest in fashion, and laid the foundation for my college major," stated Jennifer.

Kenneth J. LaFleur - Noncommissioned Navy Officer

Kenneth J. LaFleur is a 3rd Class Petty Officer in the U.S. Navy in Virginia Beach, Virginia.

Kenneth graduated in 1983 from Buna High School and was enrolled in Vocational Agriculture and later in Office Duplication Practices (ODP).

Kenneth said, "ODP was a rewarding experience that helped me to be a part of a team in reaching a goal which is something I do now in the Navy."

Russell Woodruff - District Manager

Russell Woodruff is district service manager of Harris Lanier Business Products in Houston. Russell graduated from Northbrook High School in Spring Branch Independent School District in Houston in 1975.

He earned a Certificate in Electronic Technology from the Institute of Electronic Science at Texas A&M University.

"I first realized my interest in electronics during my sophomore year when I was taking General Shop. The next two years I studied electronics at the Spring Branch Career Center. The Electronic Technology program in high school had a significant impact on my career decision. The combination of Electronic Technology, algebra, and four years of English in high school provided the background I needed to study at Texas A&M and to enter the professional world," stated Russell.

Candis Y. Price Dixson - Medical Technologist

Candis Price Dixson, a 1979 graduate of Thomas Jefferson High School of Port Arthur, is a medical technologist at Driscoll Foundation Children's Hospital in Corpus Christi.

Candis began her medical career at Stilwell Technical Center in the Port Arthur Independent School District in the Health Occupations program. She continued her training at Southwest Texas State University and Corpus Christi State University where she received a Bachelor of Science degree in medical technology in 1983.

According to Candis, "Health Occupations gave me great insight into the field of study I planned to pursue upon graduation. This program was a basis for building my career and a very valuable program. I would definitely recommend this program."

Steve R. Wilson - Farmer

Steve R. Wilson utlilzes his vocational agriculture skills in operating 700 acres of irrigated farmland. Steve received his training at Weslaco High School where he graduated in 1973.

"Vocational Agriculture helped me gain confidence in myself. The Vo-Ag teacher helped me to set a goal and then work till I reached it. Learning to keep records is very important in farming," stated Steve.

Kathy Marek - Administrator

Kathy Marek began work in 1969 while a student at Victoria High School through a Vocational Office Education cooperative program. She has continued her employment with Dr. Don Wendt and is now the Administrator of Victoria Family Practices; Manager, VFPA Emergency Services; Co-Owner of Physicians Computer Services and Medical Consultant Computer Associates.

"I learned that to become valuable to your employer you have to become very strong in self-confidence. Working at a young age made me strong and able to cope with the working world and all its changes. Thank you VOE for giving me stars to reach!"

Shelby Paul Ferguson - Field Engineer

Shelby Paul Ferguson, a 1981 graduate of Seguin High School, is presently employed as a field engineer for Electro Test, Incorporated, in San Diego, California.

His training for the career began in a Vocational Industrial Education Electrical Trades program. He continued his education at Texas State Technical Institute and received an associate degree in Electrical Power Distribution. He also participated in industry training schools.

"An outstanding vocational teacher gave me the foundation I needed for my profession. We were given the opportunity to take on projects as well as the responsibility to carry them out to the end," stated Shelby.

Teresa A. Strakos - Executive Secretary

Teresa A. Strakos is currently executive secretary to the president of the Greater Waco Chamber of Commerce. A 1977 graduate of Gatesville High School, Teresa was enrolled in Vocational Office Education. She attended McLennan County Community College on a part-time basis majoring in business.

"Vocational Office Education was helpful to me in that it gave me a good basis from which to grow. I have been able to adjust ideas/techniques learned in VOE to fit various job situations. In my present position, I am responsible for payroll and tax deposits, accounts payable, accounts receivable, filing, correspondence, maintenance of personnel, group insurance and miscellaneous files, and processing of chamber memberships," stated Teresa.

Greg Lamb - Journeyman Printer/Assistant Manager

Since graduating from Weatherford High School in 1974, Greg Lamb has advanced to Assistant Manager of the Hatness Printing Company where he is responsible for sales, pricing, and the pressroom.

Greg explained, "In 1973, I was 17 years old with no future in mind. My ICT teacher lined up two job interviews for me. The job I chose is the one I'm still with after 13 years. If ICT had not been available, I can't say where my employment might be. In my 13 years of experience, I have seen 8 students come into the business through high school programs. Each one of these people could be used as success stories because they were prepared to work and ready to learn."

NOTES

NOTES

33

NOTES

Membership Categories
Advisory Council for Technical-Vocational Education in Texas

1. **Representing Small Business:** Mr. Gary O. Boren, General Manager, Boren Services, Lubbock.
2. **Representing State Job Training Coordinating Council:** Mrs. Jane S. Lack, Financial Specialist, Non-Profit Organizations, Victoria.
3. **Representing Agriculture:** Mr. Jim N. Hutchins, Owner, J-H Land & Cattle Company, Estelline.
4. **Representing Business/Industry:** Mr. William E. Zinsmeyer, President, William E. Zinsmeyer & Associates, Inc., San Antonio.
5. **Representing Business/Industry:** Mr. George F. Matott, Manager, Employee Education Center, Texas Instruments, Austin.
6. **Representing Labor:** Mr. Hank S. Brown, retired labor leader, San Antonio.
7. **Representing Labor:** Mr. Talmadge D. Steinke, International Representative, United Rubber Workers of America, Waco.
8. **Representing Secondary Vocational Education:** Mr. John C. Cox, Deputy Superintendent for Operations, Houston Independent School District, Houston.
9. **Representing Secondary Vocational Education:** Mrs. Shirlene Cook, Vocational Counselor, Beaumont ISD, Beaumont.
10. **Representing Postsecondary Vocational Education:** Dr. Ted Martinez, Jr., District Director, Career & Continuing Education, Dallas County Community College District, Dallas.
11. **Representing Career Guidance & Counseling:** Mrs. Donna Price, Licensed Professional Counselor, I.A. Kraft M.D. P.A. & Associates, Houston.
12. **Representing Special Education:** Mrs. Filomena Leo, Director, Special Education, La Joya ISD, La Joya.
13. **Representing Special Populations:** Dr. Joe Pentony, Chairman, Psychology Department, University of St. Thomas, Houston.

All membership terms expire January 1, 1989.

THE STATE OF TEXAS